



Differentiated Instruction

Lesson Plan Format

Lesson Title: Indians of North America and Central America from long ago.

Content Area and Grade Level: Social Studies Grade 5

Author: Karen Westerman

School District: Mitchell

Email: Karen.Westerman@k12.sd.us

Brief Description of the Lesson/Unit:

The students will learn about the various tribes in the different regions of North America and Central America. They will look at the different dwellings, clothing, tools, food, religious beliefs, and jobs. They will understand how the environment shaped the cultures of each tribe. The students will understand how the tribes used their resources to meet their needs.

South Dakota Content Standards:

- **Standard numbers and exact wording**
5.U.S.1.1. Students are able to differentiate the lifestyles of various Native American tribes.
- **Unpacked standards (in student-friendly wording)**
The students are able to describe the way the Native American tribes lived long ago. (Northwest, Southwest, Great Plains, Eastern Woodlands, and Middle America)

Stage 1 : Identify Desired Results

1. What enduring understandings are desired?

Students will understand that the environment had a direct impact on the ways that the Native Americans lived long ago.

2. What essential questions will guide this unit and focus both the teaching and the learning?

1. How does living near an ocean affect the lives of the Northwest Indians?
2. What did the Indians of the Southwest do to help themselves live in a dry environment?
3. How did the Great Plains Indians use their resources?
4. How did the Eastern Woodlands live and work to achieve cooperation and peace?
5. How did the Indian people of Middle America meet their needs using ideas from others?

3. What key knowledge and skills will students acquire as a result of this unit?

The students will learn how the different tribes used various resources in the environment to their advantage. They will learn about their dwellings, food, clothing, tools, religious beliefs, government and jobs.

4. What prior learning, interests, misconceptions, and conceptual difficulties might be brought to this unit by the students?

Prior learning - They will have learned how the environment affected the lifeways of the First Americans (Olmecs, Mound Builders, and Anasazi).

Difficulties - It may be difficult for the students to realize how the environment affected the different cultures.

Difficulties - The student may not know where the region is located and what the environment is like in that area.

Difficulties - Understanding what resources are and what would be available in that area..

Stage 2 : Determine Acceptable Evidence

What evidence will show that students understand?

1. Pre-Assessment (pre-tests, concept maps, KWL, surveys, etc.):

KWL chart, concept map

2. Performance Tasks:

1. Concept map for each tribe/graphic organizers making this into a power point.
2. Write a paper showing that effective communication and compromises help resolve conflicts for the Eastern Woodlands.
3. Draw a scene showing the daily life of the Northwest.
4. Make a kachina doll for the Southwest.
5. Use a grocery sack showing the ways that the Great Plains used the buffalo.
6. Create a travel brochure inviting us to visit either the Mayan or Aztec Civilization.

3. Summative Assessment (Quizzes, Tests, Prompts, Projects, etc.):

1. Quiz over each Native American tribe, their dwelling, religious beliefs, food, tools, clothing, government, and jobs.
2. Test over the unit.
3. Create a poster on each tribe showing their dwelling, food, tools, and clothing.
4. Journal entry - How does the environment affect you and the way you live?

4. Formative Assessment (Dialogues, Observations, Work Samples, etc.):

1. Class reading and discussion on each lesson. Some will listen to the story on tape.
2. Study guide over the readings.
3. Observation on finding information and what information is included for each performance task.
4. Evaluating their performance task projects, to look for evidence that the student shows understanding of the lifeways of each tribe, and how the environment affected their lifestyle.

Briefly explain HOW you will use formative assessment and feedback to redirect and focus your instruction for improving student achievement. Provide at least one example.

After class reading and discussion the students should be able to fill out the study guide without difficulty. If they have a difficult time with parts of the study guide, then I will take a group for each area that is difficult and reteach that specific area to specific students.

5. Student Self-Assessment:

Checklist that they have included the information for each tribe on their projects - dwellings, food, clothing, tools, religious beliefs, government, and jobs.

Checklist for completion.

6. Attach or include specific rubrics being used for this lesson/unit:

see attached sheet

Stage 3 : Learning Experiences and Instruction

What sequence of teaching and learning experiences will equip students to develop and demonstrate the desired understandings?

1. Major Learning Activities:

1. Introduction of Unit.
2. Reading and discussing information from text book and other resources, which would include vocabulary, where the regions are located, what resources might be available in each environment.
3. Project directions and timelines.
4. As students complete projects, have them share by posting or presenting product.
5. Journal writing (making connections) with group discussions.
6. Chapter quizzes, Unit test.

2. Materials, Supplies, & Resources (technology & print):

5th grade Social Studies textbook
Encyclopedias
Computer lab with Power Point, Microsoft Word
tag board
clothespins with large heads
grocery sacks
colored chalk
paper-white copy paper, construction paper
variety of colored yarn
colored pencils

3. Classroom Management:

1. Group discussion and sharing - this will be monitored by the teacher to run smoothly and efficiently. The expectations of groups will be explained ahead of time.
2. Independent work - checklist for student to stay on track to guide them through their projects in a timely fashion

4. Support Services and Special Teacher Notes:

Students who need help with reading and/or writing may need extra support services. Many times the classmates will be the extra support by helping with the reading, finding information, and some of the writing.

Stage 4 : Differentiated Instruction Strategies

What specific differentiated instruction strategies will be used in the lesson/unit? Fill in each section that applies.

1. Differentiated Process:

1. Graphic organizers - These can be on teacher created frameworks, or power point slides.
2. Selection of projects - The projects will be appropriate for their skill level.
3. Journal Writing

2. Differentiated Content:

1. Books of various reading levels about each topic
 - text book
 - encyclopedia
 - trade books
 - library books
2. Some trade books and the textbook are on tape.
3. Videos showing the different cultures.
4. Independent and Group projects.

3. Differentiated Product:

1. Various projects and presentations
2. Various journal entries